DDI #9115-82
10 November 1982

MEMORANDUM FOR: [   ]   **STAT**

Director of Training and Education

FROM   : Deputy Director for Intelligence

1. [   ] of the NSC Staff came to see me the other   **STAT**
day and volunteered to speak to Agency training courses. He
gave me the attached outline of remarks he makes when asked
to give such presentations and it strikes me that this highly
pragmatic view is a useful one for at least DDI folks to hear.
[   ] has spoken to Agency training courses on previous occasions.   **STAT**

2. [   ] has knocked around senior levels of the government   **STAT**
for a number of years and is a long time friend of the Agency. I
send this along, noting that he has a message that he is willing
to deliver and may be worth hearing periodically.

STAT

Robert M. Gates

Attachment:
  As Stated

Issues in Policy Research

1. Full of "apples and oranges" issues, with few common denominators (e.g., economic, military, political, social criteria = "linkages" = imponderables). Problems are usually "one of a kind." Issues show up as dilemmas and sometimes as paradoxes.

2. Starting points: difficulty determining where we are now (current conditions); where are we headed (the trend -- but how many events make a "trend?"). Stating "the problem" is usually impossible.

3. The destination problem: where do we want to go, or what do we seek to avoid (priorities). Where do you begin? Who is to begin?

4. Routes: how do we get to a desired destination = plans, programs, guesses at consequences, establishing alternatives, and options. "The alternatives" are never exhaustive.

5. Dosed with: beliefs, values, latent ideology, and moral views. What is the place of ideology in problem solving? Importance of both ideology and analysis.

6. Boundary problems: where does a problem "end." If it ends, something will be left out. With no boundaries, a study will never be finished.

7. At what point do facts, opinions, data, the tracing of consequences, analysis, ratios, etc., hurt policy research (i.e., when should IQ yield to judgment?). When is a fact a "fact?" Common sense: what you use when there is nothing better to go on.

8. Who decides? Who should decide? When?

9. Use of experts. The expert's batting average: 50%.

   (a) who is an expert? (identification)
   (b) what is his view of the problem? (education)
   (c) consultants can be "objective," but don't feel "the system" (educated incapacity)

10. Operational problems: fatigue, rushing; big backlogs; bureaucratic irritations; many meetings; people with information remote from those who need it. Tendency to seek simple answers to complex questions; to confuse bureaucratic rituals and procedures with problem-solving. Confusion of inputs with output. The high price paid for incompetence.

    Helpful academic tools: math, statistics, economics, physics, psychology, the English language, computers, law, some history, logic, and whatever your pet subject is. It helps to have "hyphenated-interests."

11. Qualities needed: brain of Newton, patience of Buddha; insight of Freud; footwork of Sugar Ray Robinson. On personal behavior, it never pays to get rattled.

12. The hardest maneuver: to reverse yourself after a mistake.

13. Many satisfactions: rewarding and broadening if you enjoy (or can put up with) challenge.

THE PRACTICE OF POLICY RESEARCH -- AN ART FORM

STAT

1. <u>Types of research</u>: basic; experimental; applied; futures; and policy.

2. <u>Policy research</u> deals with <u>decisions</u>, not subjects; knowledge is a necessary but not sufficient condition. Other conditions: timing, persuasion, and (a) issues, (b) problems, ability to handle "policy."

    Types: a. Decisions on specific problems
    b. Policy guidance (i.e., how to think about a set of circumstances)
    c. Topics that need to be studied -- staying ahead of the problem

3. <u>Data</u> (experience) → information (testing) = knowledge → $\begin{bmatrix} \text{wisdom} \\ \text{alternatives} \\ \text{decisions} \end{bmatrix}$ ← GOALS

    ————increasing uncertainty ————→

    problem statement

4. <u>Aimed at</u> decision makers, staffs, line operations, rather than professions. (Policy research is not supposed to contribute to a "body of knowledge.")

5. <u>Results</u> are time-specific rather than "timeless." Results are not closed solutions, but are resolutions (at best).

6. <u>Main question</u> of policy research: asks "what difference does the research make;" not how well something is known (a scientific test).

7. <u>Methods</u>: eclectic, broad, heuristic. There is no single method or even a set of methods. No textbook, much less a "back of the book."

    Policy research is much less disciplined, unified, or rigorous than conventional academic work. Accuracy: Is the sign correct? Order of Magnitude.

    "<u>Tools for the Practioner</u>": Probability, marginal analysis, opportunity cost, discounting of future flows.

Two Worlds:

World A	World B
Aristotle	Plato's Caves
Newton	Kafka
Adam Smith	Jung
Freud	Heisenberg
Thomas Malthus	Goedel
Euclid	Lewis Carroll
The Club of Rome	Mahler
Economics Department,	M. C. Escher
University of Chicago	Catch 22
Management by Objectives	Beckett, Pinter, Dostoyevsky